

THE CONDITION OF EDUCATION IN CONNECTICUT



2024-25

The Condition of Education in Connecticut is the Connecticut State Department of Education's (CSDE) yearly status report on public education in the state. It fulfills the requirements under Section 10-4(b) of the Connecticut General Statutes.

FOREWORD

The Condition of Education in Connecticut is the Connecticut State Department of Education's (CSDE) yearly status report on public education in the state. It presents indicators that describe the progress of the public education system, the characteristics of its students and educators, and student outcomes on key indicators of student engagement and student readiness for college and careers.

Equitable access to a world class education for all students is the cornerstone of the State Board of Education's comprehensive plan for public education: [Every Student Prepared for Learning, Life, and Work Beyond School: The Comprehensive Plan for Education 2023-2028 \(ct.gov\)](#). Therefore, this report disaggregates data on several of the indicators to highlight the experiences and outcomes of all students including those from historically under-performing groups e.g., students with disabilities, English learners/multilingual learners, students from low-income families, and students of color.

Please also visit our data portal, EdSight, at <https://edsight.ct.gov> for additional information about students, educators, instruction, resources, and performance of schools, districts, and the state.

Charlene M. Russell-Tucker, Commissioner
Connecticut State Department of Education

TABLE OF CONTENTS

FOREWORD	2
EXECUTIVE SUMMARY	4
THE EDUCATION SYSTEM	8
Districts, Schools, Programs, and Adult Education Providers	8
Expenditures	9
Public School Enrollment	10
Student Demographics and Characteristics	11
Special Education by Race/Ethnicity	12
Languages Spoken at Home among English Learners/Multilingual Learners (EL/ML)	13
Students Experiencing Homelessness	14
Adult Education Enrollment.....	15
EDUCATORS	16
Capacity	16
Demographics	17
SCHOOL DISCIPLINE AND ATTENDANCE	18
School Discipline	18
Chronic Absenteeism	19
INSTRUCTION	20
Time Students with Disabilities Spent with Nondisabled Peers	20
Participation in College-and-Career Readiness Coursework	21
On-Track to High School Graduation.....	21
Access to the Arts	22
Adult Education Program Participation	22
PERFORMANCE	23
Statewide Next Generation Accountability Report.....	23
Student Achievement and Growth through the Pandemic	24
Postsecondary Readiness.....	25
Physical Fitness	26
High School Graduation Rates	27
Adult Education Diplomas Granted	28
College Enrollment.....	29
College Completion.....	30
Postsecondary Earnings	31

EXECUTIVE SUMMARY

The condition of education in Connecticut shows bright spots, improving trends, and continued areas for improvement. Here are key highlights:

- Connecticut’s student enrollment dropped to 508,402 for the 2024-25 school year, marking the first substantial change since 2020-21. The enrollment is increasingly diverse (i.e., 45.1 percent are White, 32.1 percent are Hispanic/Latino, 12.4 percent are Black/African American) and with greater educational needs (i.e., 18.5 percent are students with disabilities and 11.3 percent are English learners/Multilingual learners). Adult education enrollment increased slightly (1 percent) from 2023-24 to 2024-25 after three consecutive years of over high growth with 18,960 adults enrolled in adult education.
- The racial/ethnic composition of the educator workforce is increasingly diverse. The percentage of educators of color has increased from 9.0 percent (4,727 educators) in 2018-19 to 12.1 percent (6,506 educators) in 2024-25. The number of full-time-equivalent certified staff dropped slightly (.5 percent) from 2023-24 to 2024-25; there were increases in some subgroups of certified staff, however, including special education teachers/instructors and counselors, social workers, and school psychologists.
- The chronic absenteeism rate dropped from 17.7 percent in 2023-24 to 17.2 percent in 2024-25, which translates to roughly 4,000 more students attending school regularly than the previous school year. The chronic absenteeism rates decreased the most for Hispanic/Latino, American Indian/Alaskan Native, and Native Hawaiian/Pacific Islander students. Students with high needs continue to demonstrate high rates of chronic absenteeism, although all groups saw declines since last year (students eligible for free lunch, 28.1 percent – a .8 percentage point decrease; students with disabilities, 26.7 percent – a .5 percentage point decrease; and English learners/Multilingual learners (EL/MLs), 23.8 percent – a .5 percentage point decrease from 2023-24 levels). Chronic absenteeism rates for all student groups remain significantly higher than their pre-pandemic levels despite three consecutive years of progress.
- For the first time in the decade since the Smarter Balanced tests were introduced, the 2024-25 results showed that all student groups improved at once in all three subject areas – ELA, math, and science. While proficiency rates continue to trail behind pre-pandemic levels, the gap is smaller than past years, particularly in pre-high school grades: about two to three percentage points in ELA, about one to two percentage points in mathematics, and about one to two percentage points in science.
- Over the past decade, the four-year high school cohort graduation rates for students who are Black/African American, Hispanic/Latino, students with disabilities, eligible for free meals, and EL/MLs have increased at a rate that is greater than that of the state average. The graduation rates increased slightly to 88.9 percent for the cohort of 2024 after two prior years of decline in this area.

The percentage of 9th grade students on track for graduation increased for the second consecutive year as well to 85.9 percent.

- More 11th and 12th grade students are taking college-and-career readiness courses than ever before (92.4 percent). The percent of 11th and 12th grade students meeting benchmark on a college and career readiness exam – SAT, ACT, Advanced Placement (AP) or International Baccalaureate (IB) – or earning three or more dual credits increased substantially to 47.2 percent from 2023-24 to 2024-25. Black/African American students, Hispanic/Latino students, students eligible for free or reduced-price meals, and EL/MLs all increased in this measure by more than the state average.
- College enrollment rates decreased to 67 percent for the class of 2024 after a small increase for the class of 2023. College graduation rates, six years after high school completion, increased slightly from 47.8 percent for the class of 2018 to 47.9 percent for the class of 2019.

Several CSDE initiatives to accelerate student engagement and learning are either underway or already completed. Examples of those initiatives are listed below, which are grouped according to the 2025-26 CSDE Focus Areas.

Elevate and Support High Quality Instructional Materials

- K-8 model curricula provide free access to high-quality curricula and instructional resources along with aligned professional development opportunities.
- Science of Reading (SOR) Masterclass—a statewide professional learning opportunity to develop local capacity for evidence-aligned reading.
- Investments of over \$20 million in evidence-aligned K-3 core, comprehensive reading curriculum models/programs, universal screening reading assessments, and associated professional learning.
- Around 300 short interim block assessments in ELA, mathematics, and science that are provided at no cost to districts to monitor student learning throughout the year and support instruction.
- New state funding of \$5 million to implement a high dosage tutoring (HDT) grant to build on the successes from the \$11.5 million grant program for HDT in mathematics, which showed that students receiving tutoring achieved an average increase of 10 scale score points on Smarter Balanced from one grade to the next.

Expand Our Educator Workforce

- Aspiring Educators Scholarship Program for students who graduated from a public high school and enrolled in an approved educator preparation program in Connecticut.
- A \$3 million initiative in partnership with the Department of Labor to create a new teacher Registered Apprenticeship Program and expand existing high school “grow-your-own” programs.

Ensure Students Are Present and Engaged & Support Safe and Healthy Learning Environments

- Expansion of the Learner Engagement and Attendance Program (LEAP) – a supportive home visitation model that has been proven to increase student attendance. A new state budget line item of \$7 million now supports this initiative.
- Talk Tuesdays—biweekly virtual gatherings that bring together educators, school staff, community partners, and leaders from across the state to explore practical, research-based strategies for improving student attendance and engagement.
- More than \$4.5 million in grants to 48 districts to support the delivery of mental health services for students during the summer months.
- More than \$13 million in grants to provide summer enrichment opportunities to children during the summers of 2023 and 2024.
- Actionable data through EdSight Secure that provides authorized district staff with longitudinal information and early warning metrics so our most vulnerable students receive the supports they need without any delay.
- The “No Matter What” campaign to highlight resources available for students experiencing homelessness and housing instability.
- The “School is Better With You” campaign, which generated 59 million online impressions and delivered toolkits and attendance awareness materials to more than 110 districts.

Modernize and Expand Postsecondary Pathways

- \$3.8 million awarded to 89 school districts and nearly \$5 million to public and private institutions of higher education through the Dual Credit Expansion Grant to increase the percentage of students earning college credit in high school.
- New annual funding of \$6 million starting in 2026–27 to offset the cost of dual credit courses and programs for Connecticut students.
- A new registry of industry recognized credentials, established in collaboration with education, workforce, and business partners, to help build programs that guide students toward career pathways that align with real-world job opportunities.

Improve Outcomes for All Students

- The Dyslexia Awareness campaign launched with a focus on continued training and professional development.
- Connecticut Special Education Data System (CT-SEDS) statewide rollout to improve the quality of individualized education programs (IEPs) aligned with grade-level standards.
- Partnership with the University of Connecticut to improve ELA Performance Index Results for Students with Disabilities in grade 3.

- Additional funding for special education through added reimbursement for excess costs, a new expansion grant, and a new grant to support in-district/regional programs.

Strengthen and Promote School, Family, Community Partnerships

- Continuation of Friday CAFÉ (Community and Family Engagement), Connecticut’s professional network for family engagement. In partnership with the Statewide Family Engagement Center, Friday CAFÉ connects over 500 education professionals through in-person sessions throughout the state, building capacity for family engagement strategies.
- Connecticut Parent Trust Fund grant (\$617K for FY 2025-27) – trains parents across the state in leadership skills, equipping them to positively impact their communities and their children’s education.

THE EDUCATION SYSTEM

Districts, Schools, Programs, and Adult Education Providers

Public education in Connecticut is provided to students in prekindergarten to Grade 12 through many types of school districts. These include local and regional boards of education, regional educational service centers (RESC), public charter schools, the Connecticut Technical Education and Career System, Endowed Academies, and state agencies. These school districts deliver their educational services to students through regular schools, specialized programs, and outplacements to private facilities.

Table 1: Number of Schools by Type of Organization 2024-25

Organization Type	Number of Schools
Public Schools in Local and Regional Districts	931
Regional Educational Service Center Schools	26
Public Charter Schools	21
Connecticut Technical Education and Career System Schools	17
Endowed Academies	3
State Agency Facilities	30
College Affiliated Schools	2
Total Number of Schools	1,030

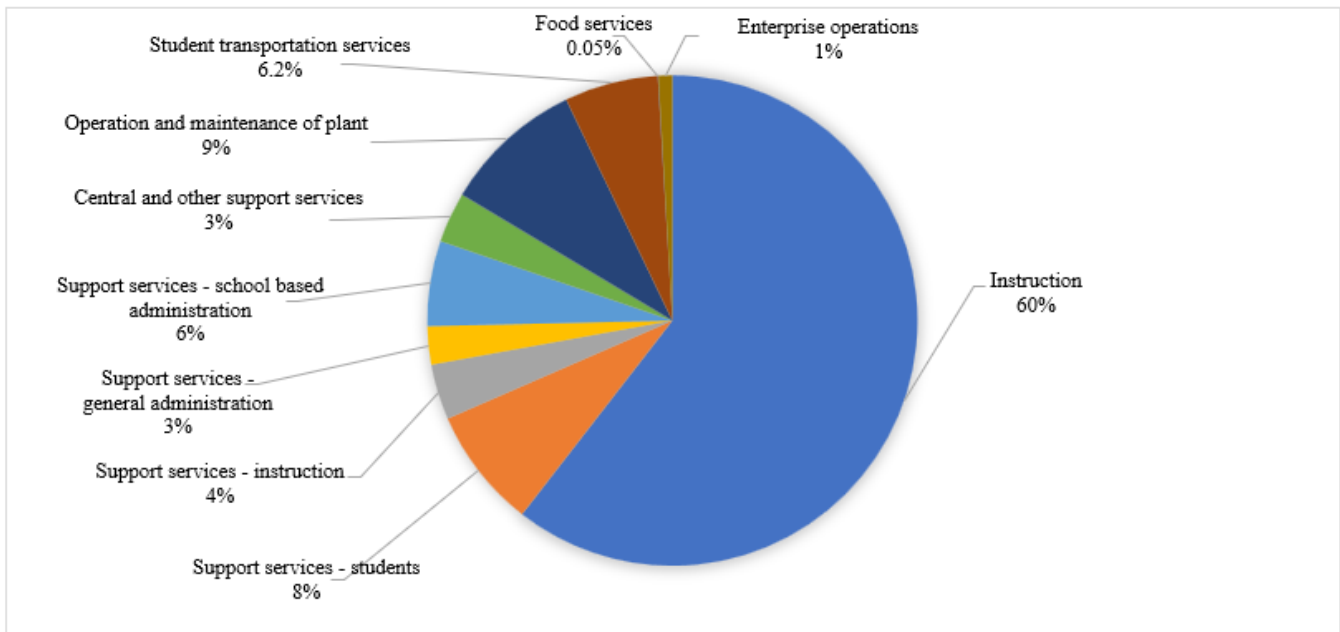
Of the 1,030 schools, 791 are elementary and/or middle schools and 239 are high schools. In addition to these 1,030 schools, 494 specialized programs provide targeted services. The vast majority of these programs are designed for special education students (348), alternative/credit recovery (76), or prekindergarten (42).

In addition to PK-12 education, adult education programs are also provided to residents in all towns across Connecticut through 34 local school district providers, three regional educational service centers, 12 community/faith-based organizations, and one state agency.

Expenditures

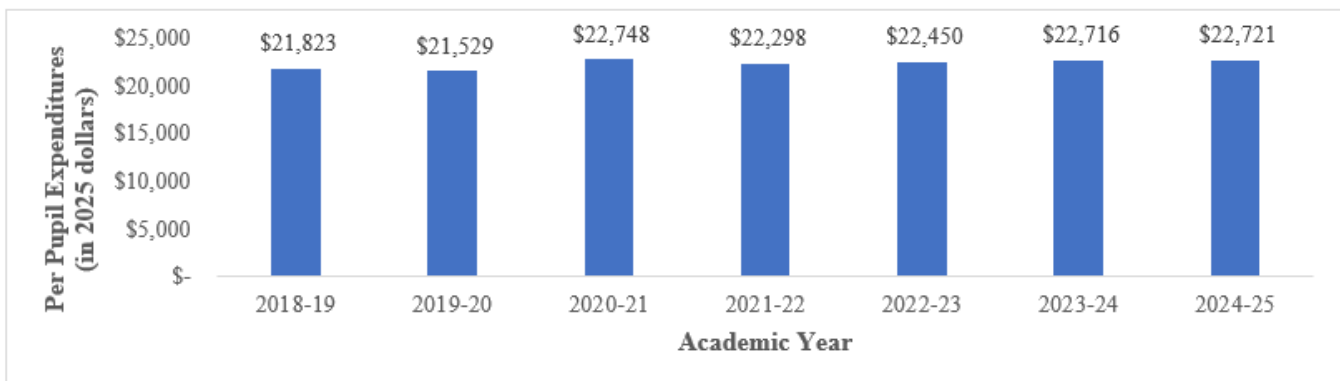
In 2024-25, the [state’s overall school expenditures](#) (excluding investments in land, buildings, and debt) totaled approximately \$12.2 billion, a small increase over 2023-24. Instruction (Figure 1) represented a majority of the total expenditures; approximately 60 cents out of every education dollar were devoted to this area. Most spending areas increased year-over-year in comparison to 2023-24 spending, with the biggest dollar increases in Instruction, and most of that increase in salaries. Based on percentage, the largest increase was in Food Services compared to 2023-24, marking the second straight year of substantial increase in this area. This represents a very small proportion of overall spending (less than a half percent). Support Services - Instruction and Enterprise Operations expenditures were lower than 2023-24.

Figure 1: Expenditures by Function, 2024-25



Per pupil expenditures have steadily increased since the 2017-18 school year; after adjusting for inflation, however, spending has been relatively consistent since 2020-21. A significant portion of these increases during and since 2020-21 are due to federal stimulus funding programs like American Rescue Plan-Elementary and Secondary School Emergency Relief ([ARP-ESSER](#)).

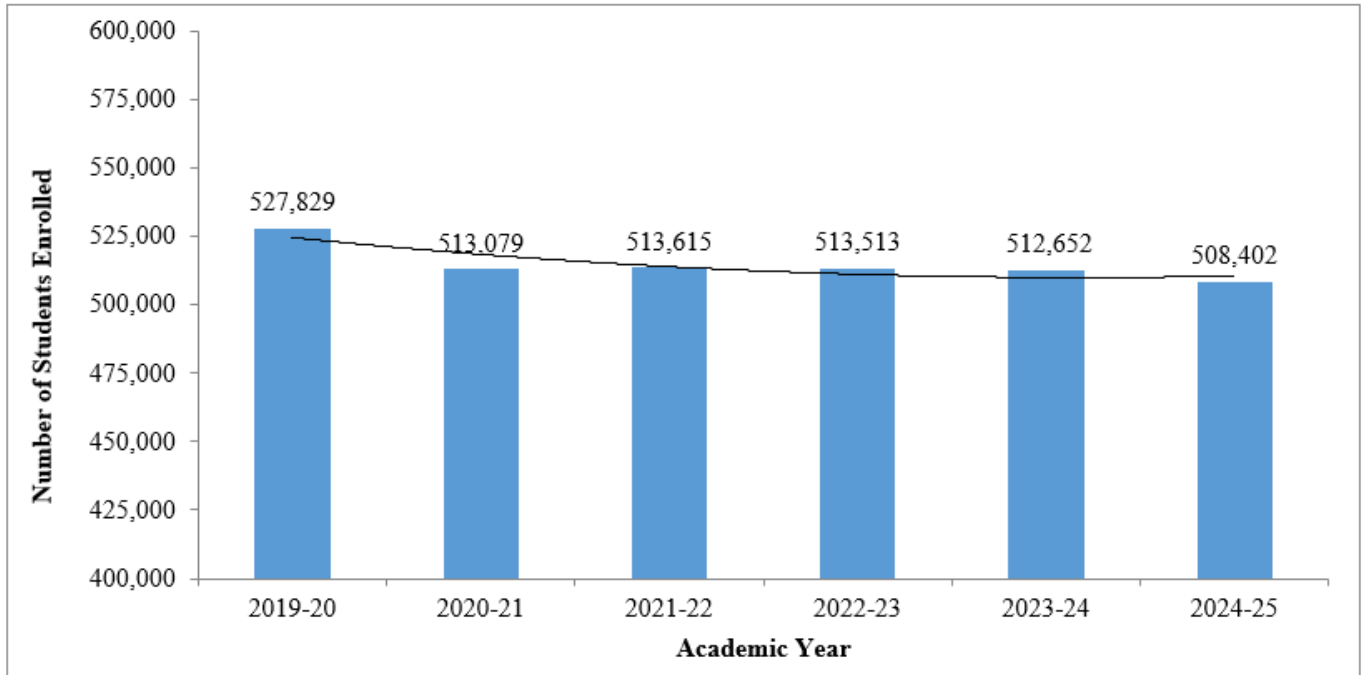
Figure 2: Per Pupil Expenditures (adjusted to 2025 dollars)



Public School Enrollment

In 2024-25, [total enrollment](#) was slightly lower than 2023-24 (a decrease of .83 percent). This is the first year enrollment has dropped by more than half of a percent since the 2020-21 school year. The 2024-25 enrollment of 508,402 was also just over four percent lower than the 2018-19 enrollment of 530,612.

Figure 3: Connecticut Public School Enrollment (PK-12)



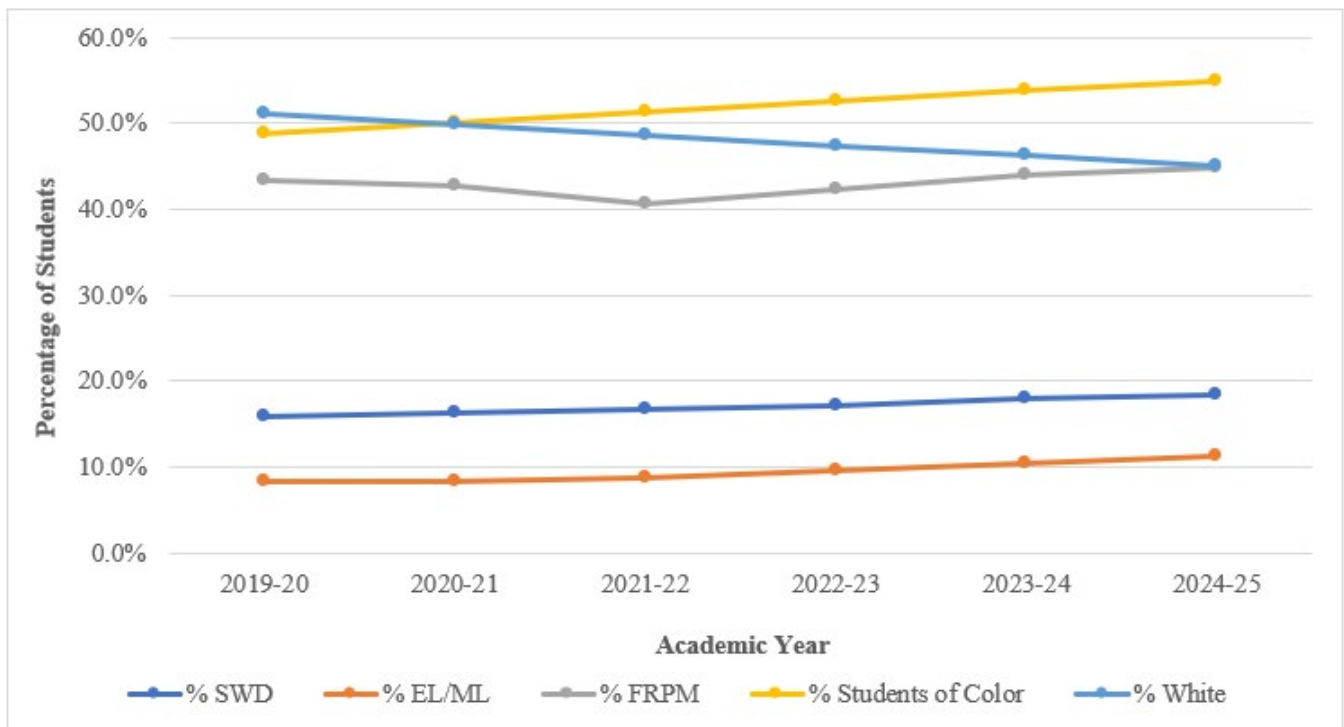
Pre-kindergarten enrollment increased by six percent from 2023-24 (1,232 students) and nearly 10 percent from 2022-23, while Grade 3 students increased by seven percent (2,528 students) over the last school year. Kindergarten enrollment fell substantially in the last year (over 12 percent). Other grades had mixed trends, but overall enrollment in elementary grades decreased by 0.7 percent while enrollment in high school was effectively steady (less than a .1 percent difference) in the last year. Given the long-term downward trend, stabilization or slight increases in current enrollment in early grades may signify a return to pre-pandemic enrollment levels in the long run.

Student Demographics and Characteristics

An increasing proportion of public-school students (PK-12) come from diverse racial/ethnic backgrounds. The percentage of students of color has increased from 48.9 percent in 2019-20 to 54.9 percent in 2024-25 (278,968 students). During the same period, the percentage of White students declined from 51.1 percent in 2019-20 to 45.1 percent in 2024-25 (229,434 students).

Increases occurred in the percentage of students with disabilities (SWD) for the tenth year in a row with 18.5 percent of students now receiving special education and related services (94,174 students). Students who are English learners/Multilingual learners (EL/ML) account for 11.3 percent of the student population (57,533 students), an increase of nearly a full percentage point since 2023-24. The percentage of students eligible for free or reduced-price meals (FRPM) increased in 2024-25 to 44.8 percent (227,964 students).

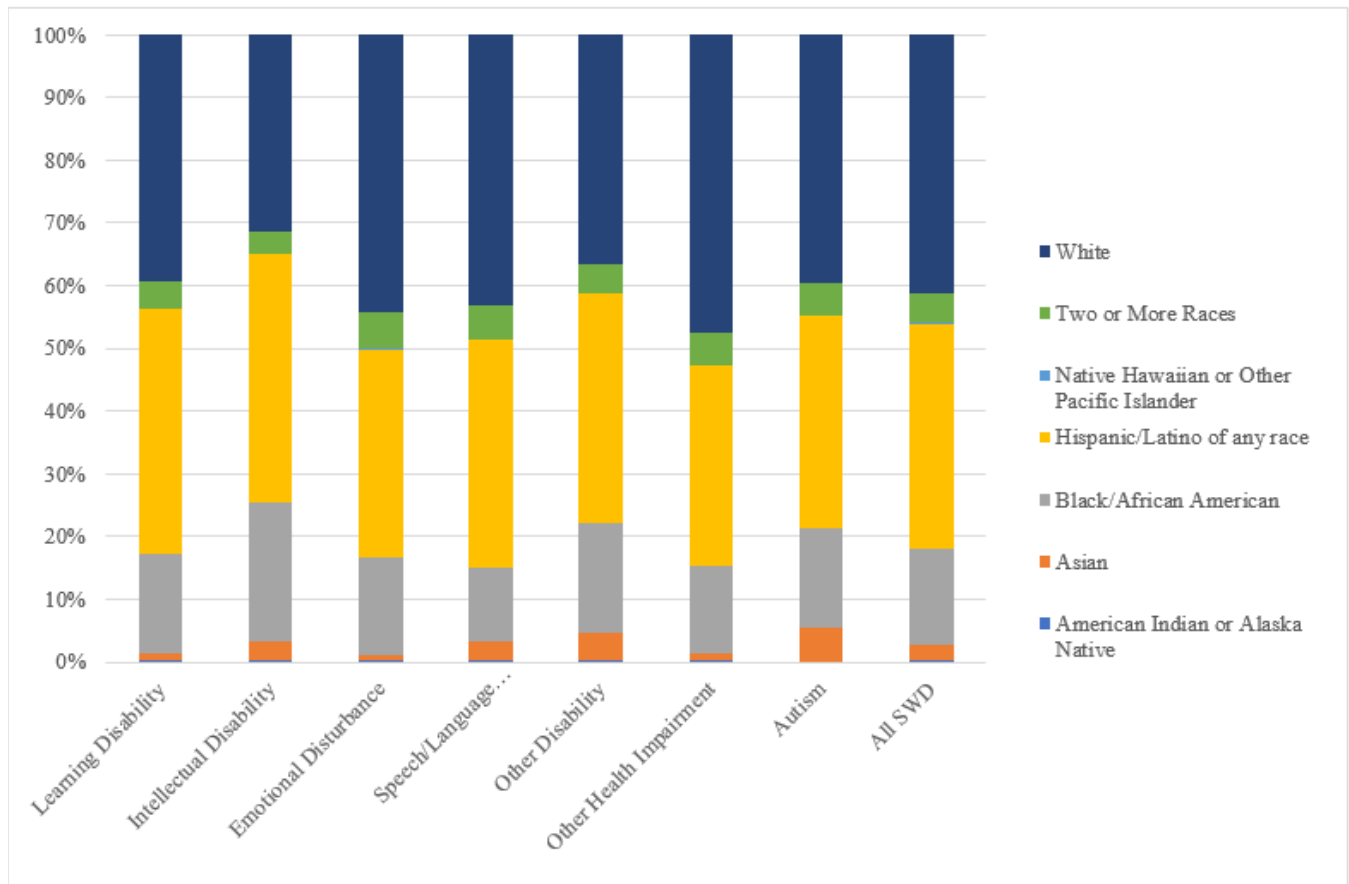
Figure 4: Student Demographics and Characteristics



Special Education by Race/Ethnicity

The Individuals with Disabilities Education Act (IDEA) requires the CSDE to investigate disproportionality based on race/ethnicity in the identification of students with disabilities at two levels. First, districts are monitored for disproportionate representation on an annual basis and second, districts are assessed for significant disproportionality for all students with disabilities ages three through 22 over the course of three years. Disproportionate representation requires a district review of policies, practices and procedures contributing to over-representation by race/ethnicity. Significant disproportionality requires the redirection of federal IDEA funds to address the identified disproportionality after three years of identification without substantial improvement. Below are the state level data used to assess disproportionality. At the state level, Black/African American students were slightly over twice as likely as their non-Black peers to be identified with intellectual disabilities.

**Figure 5: Percentage of Students with Disabilities, Ages 3-22:
Disability Type by Race/Ethnicity, 2024-25**



Languages Spoken at Home among English Learners/Multilingual Learners (EL/ML)

In the 2024-25 school year, Connecticut's English learners/Multilingual learners (EL/MLs) spoke 148 different non-English languages. The 15 most prevalent non-English languages among EL/MLs in Grades PK-12 are listed below. Last year, speakers of Haitian Creole increased by 486, a 51.2 percent increase over 2023-24. Other languages with notable increases include Dari (21.1 percent), Swahili (18 percent), and French (9.1 percent).

Table 2: 15 Most Prevalent Non-English Languages Spoken at Home among EL/MLs, 2024-25

Language	Number of EL/MLs
Spanish	41,699
Portuguese	4,088
Arabic	1,451
Haitian Creole	1,435
Pashto	741
Mandarin	626
Ukrainian	590
Albanian	495
Urdu	493
Polish	462
Bengali	328
French	299
Russian	292
Tamil	288
Vietnamese	268

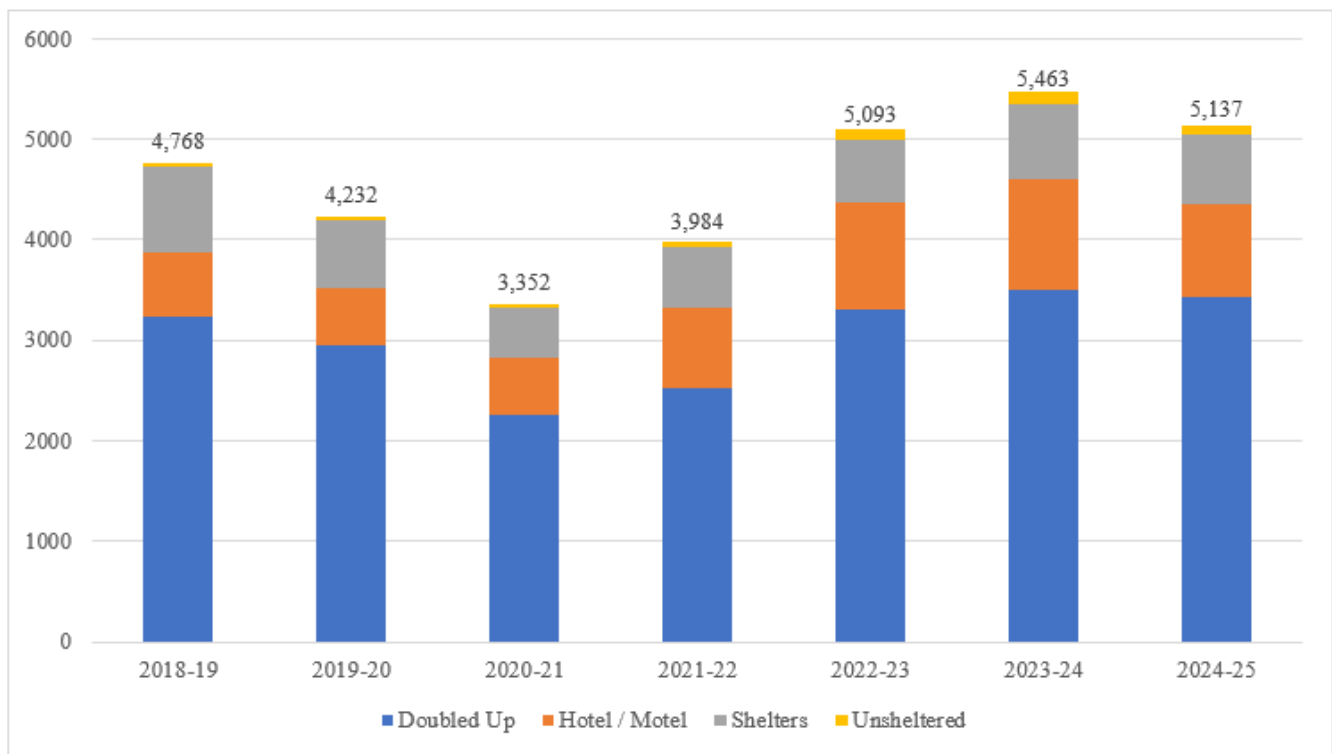
While most districts had to accommodate only a few languages, there were 50 districts whose EL/MLs spoke 20 or more different non-English languages, including Hartford and New Haven each of whom serve students speaking over 50 unique languages at home. Schools that have 20 or more students who are not proficient in English and speak the same language are required to offer a program of bilingual instruction in the following school year.

Students Experiencing Homelessness

The federal [McKinney-Vento Act](#) defines students experiencing homeless as individuals who lack a fixed, regular, and adequate nighttime residence. The CSDE tracks the number of students experiencing homelessness. These data are crucial as historically students experiencing homelessness are less likely to graduate from high school, are less likely to achieve proficiency on state assessments, and are disproportionately from historically under-performing groups including students of color, students with disabilities, and EL/MLs ([see these data on the EdSight dashboard](#)). After multiple years of increases since the COVID-19 pandemic, the number of students experiencing homelessness dropped during the 2024-25 school year. A consistent majority of students experiencing homelessness are “doubled up,” or sharing housing due to the loss of housing, economic hardship, or another reason.

The CSDE maintains an active commitment to educate all children, regardless of their housing status. More information on these policies is available at the [No Matter What, School is for Everyone webpage](#).

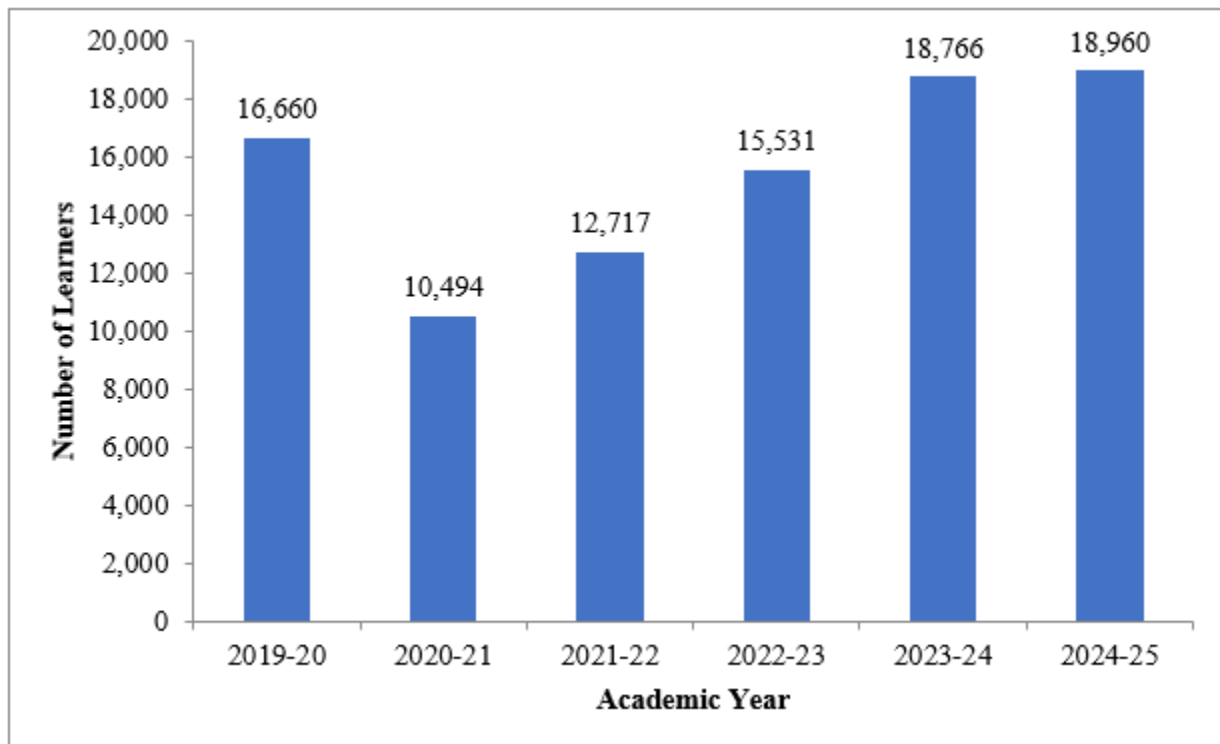
Figure 6: Number of Students Experiencing Homelessness



Adult Education Enrollment

Connecticut's [adult education programs](#) operate in their local communities to assist adults in obtaining the knowledge and skills necessary for employment, self-sufficiency, and citizenship; becoming full partners in the educational development of their own children; and completing their secondary school education. Connecticut law requires that adult education services be provided by local school districts free of charge to any adult, 17 years of age or older, who is not enrolled in a public elementary or secondary school program. In 2024-25, Connecticut programs served 18,960 adult learners, a small increase in enrollment compared to 2023-24 after multiple years of over 20 percent year-over-year growth. This is the fourth consecutive year of growth and marks the second year enrollment has surpassed pre-pandemic numbers.

Figure 7: Adult Education Enrollment

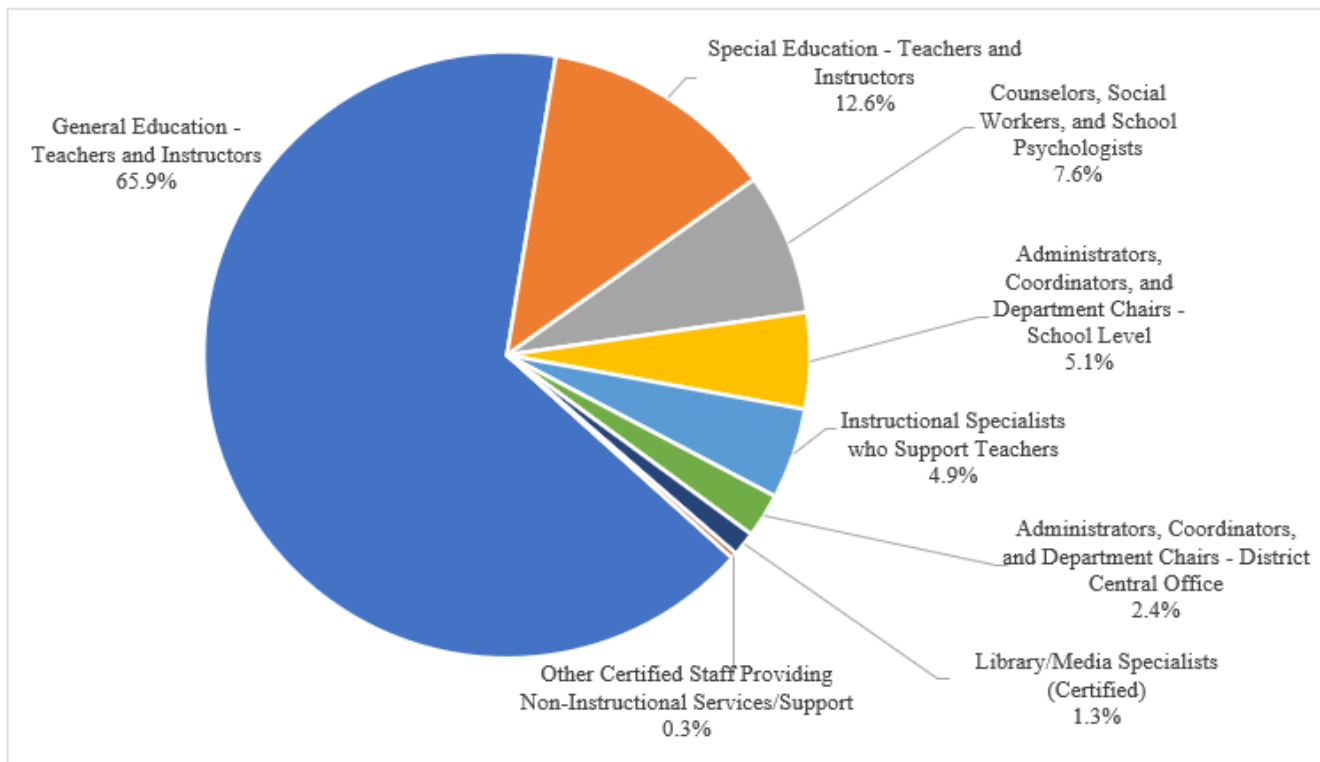


EDUCATORS

Capacity

General education and special education teachers constitute 78.5 percent of [full-time equivalent \(FTE\) certified staff](#). The total general education teacher/instructor FTE was slightly lower than last year with just over 35,200 FTE. The FTE of staff providing both instructional and non-instructional support to students and teachers continues to grow. Of note in 2024-25, the FTE for counselors, social workers, and school psychologists increased by 2.1 percent, or 212.9 FTE. The number of school level administrators (including coordinators and department chairs) also increased by 2.1 percent, or 212.9 FTE. Finally, the number of other certified staff providing non-instructional services or support increased by 18.9 percent, although this group is small compared to other groups; this increase only represents 55.2 FTE. Over the last six years, the number of teachers has increased by almost 8 percent; this is almost entirely all due to increases in special education teachers as general education teacher numbers have remained roughly steady over the same period. Other increasing groups over the same period are instructional specialists, counselors/social workers/school psychologists, central office administrators, and school level administrators (15.5 percent, 15.4 percent, 18.7 percent, and 8.3 percent, respectively). Over the same period, certified Library/Media specialists have decreased by 4.5 percent.

Figure 8: Certified Staff Full-time Equivalent by Role Type: 2024-25



Full-time equivalent (FTE) is derived by dividing the amount of time a person works by the time required for a corresponding full-time position. A full-time position is 1.0 FTE. For example, a teacher who works two of the five days per week would be a 0.4 FTE (2 days/5 days = 0.4 of full time or 0.4 FTE). The values presented were those reported as of October 1, 2024.

Demographics

Connecticut’s student population continues to increase in diversity. The percentage of students of color has increased from 48.9 percent in 2019-20 to 54.9 percent in 2024-25 (278,968 students). During the same period, the percentage of White students declined from 51.1 percent in 2019-20 to 45.1 percent in 2024-25 (229,434 students). Additionally, [the diversity of Connecticut’s staff is increasing](#), albeit not at the same rate as the student population, with 12.1 percent of certified school staff identifying as educators of color in 2024-25. The percentage of educators of color has increased over the past six years from 9.5 percent (5,000 educators) in 2019-20 to 12.1 percent (6,506 educators) in 2024-25.

Figure 9: Percentage of Certified Staff by Race/Ethnicity, 2024-25

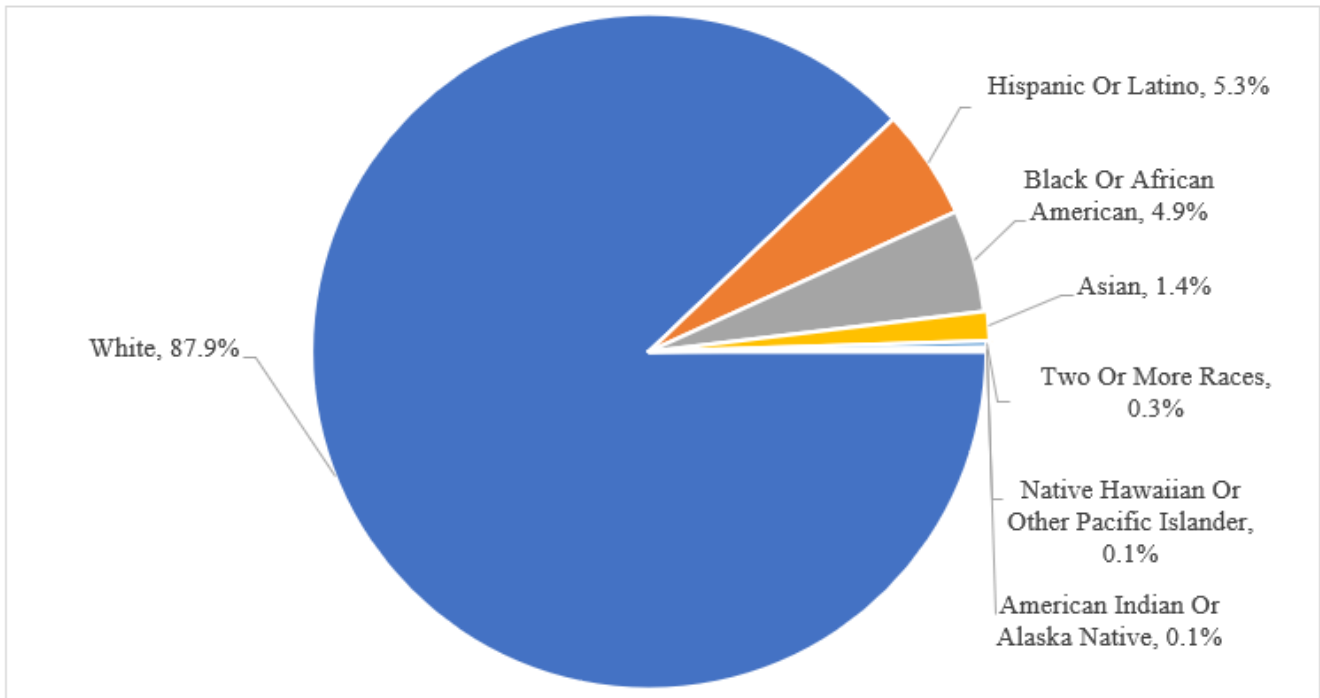
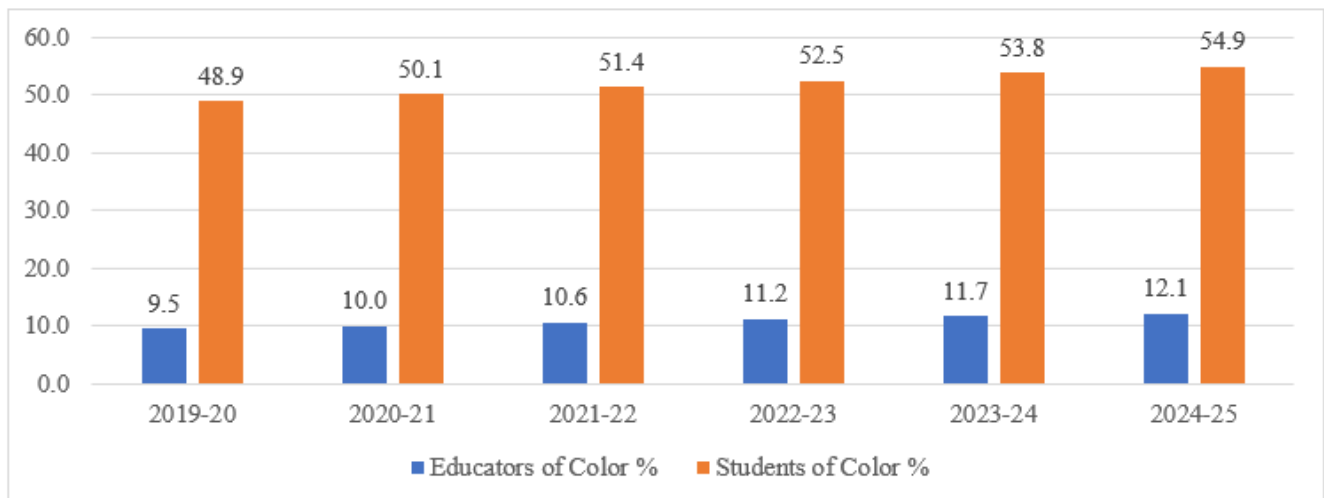


Figure 10: Percentage of Students and Staff of Color (Trend)

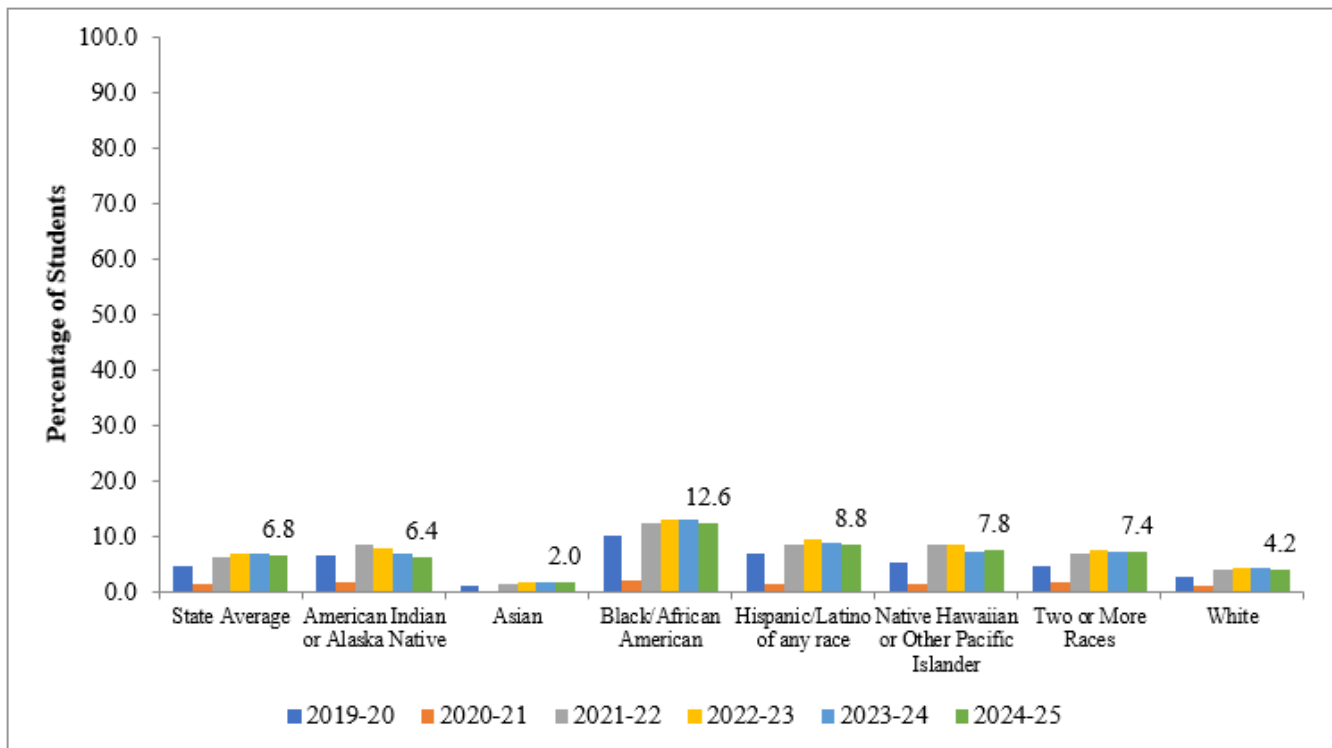


SCHOOL DISCIPLINE AND ATTENDANCE

School Discipline

Districts are required to report to the CSDE [all disciplinary incidents](#) that result in any of the following: In-School Suspension (ISS), Out-of-School Suspension (OSS), Bus Suspensions, and Expulsions (EXP). In addition, offenses classified as “serious” and all incidents involving alcohol, drugs, or weapons must be reported regardless of the type of sanction imposed. All bullying incidents must also be reported regardless of sanction. Suspension rates decreased slightly for the second consecutive year to 6.8 percent from a 2023-24 rate of 6.9 percent. While the COVID-19 pandemic greatly skewed the discipline statistics downward in 2020-21, the 2024-25 suspension rate is roughly in line with the five years prior to the pandemic. The slight decrease in suspension rates occurred across most racial groups, although Black/African American and Hispanic/Latino students continue to be suspended at a higher rate than White students. The CSDE groups districts into four tiers based on rates of suspension/expulsion to provide a system of supports and targeted action planning. The [2024-25 tiers available on EdSight](#) will be used to identify districts needing state support.

Figure 11: Percentage of Students Suspended by Race/Ethnicity

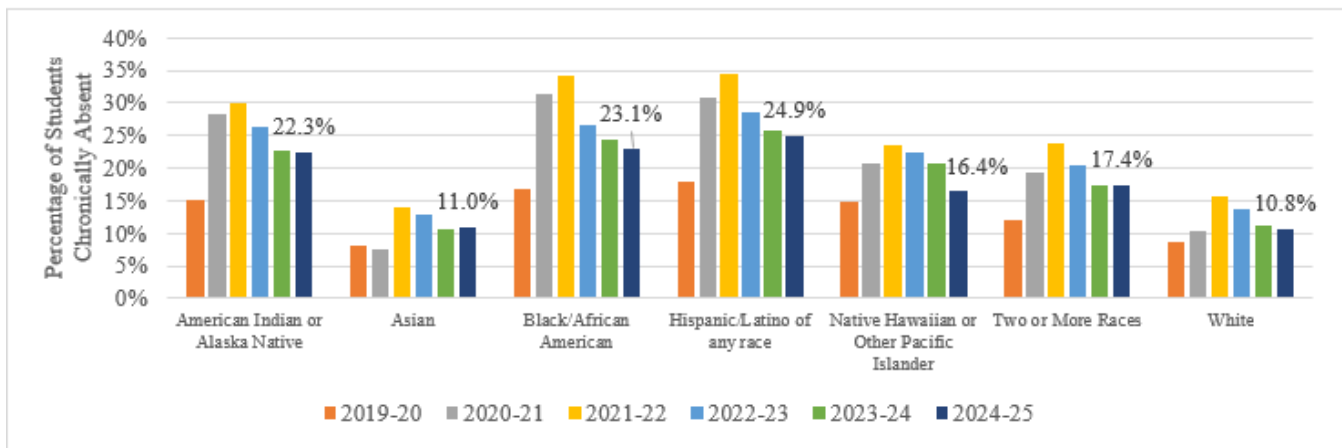


Chronic Absenteeism

Chronic absenteeism is defined as missing 10 percent or greater of the total number of days enrolled in the school year for any reason. It includes both excused and unexcused absences. [Several research studies](#) have highlighted the association of chronic absenteeism with a negative effect on student academic achievement and rates of high school graduation. Chronic absenteeism is an indicator in Connecticut’s Next Generation Accountability System.

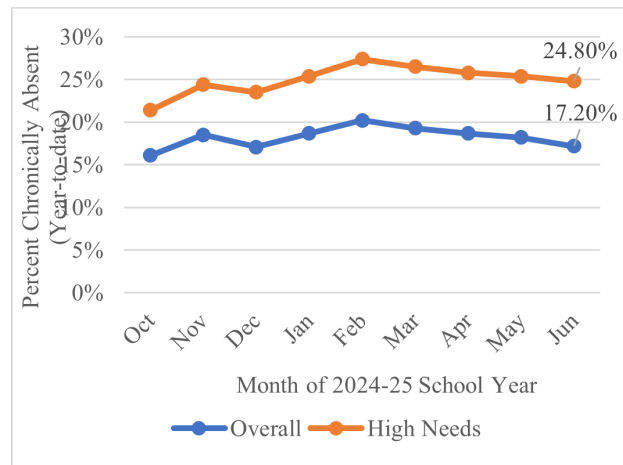
Connecticut’s statewide chronic absenteeism rate for students in Grades K-12 declined .5 percentage points from 17.7 percent in 2023-24 to 17.2 percent in 2024-25; this translates to approximately 4,000 more students attending school regularly in 2024-25 as compared to in 2023-24. Students with high needs continue to demonstrate high rates of chronic absenteeism, although all groups saw declines since last year (students eligible for free lunch, 28.1 percent – a .8 percentage point decrease; students with disabilities, 26.7 percent – a .5 percentage point decrease; and EL/MLs, 23.8 percent – a .5 percentage point decrease from 2023-24 levels). These rates are still above pre-pandemic levels but demonstrate a third consecutive year of progress.

Figure 12: Percentage of Students Chronically Absent by Race/Ethnicity



CSDE also tracks and reports attendance monthly; these data are available via the [EdSight Attendance Dashboard](#). Collecting these data and reporting back to districts allows for quicker interventions on a crucial predictor of student success. Overall, students with High Needs are more likely to be chronically absent than other students, but all groups see a relative increase in cumulative chronic absenteeism in the winter months and a relative decline in the spring.

Figure 13: Percentage of Students Chronically Absent by Month

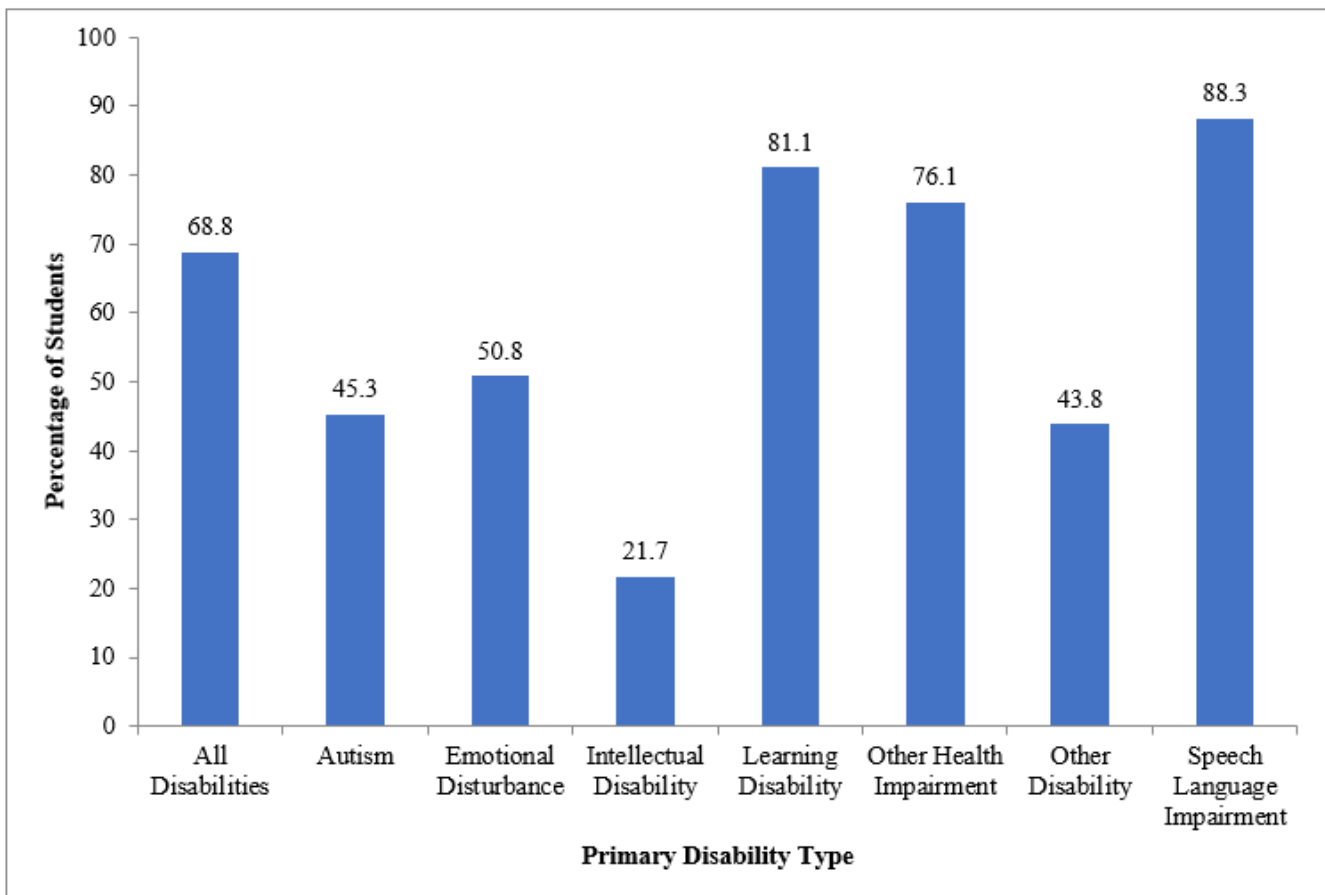


INSTRUCTION

Time Students with Disabilities Spent with Nondisabled Peers

For students with disabilities, [time spent with nondisabled peers](#) is an important indicator of access to the general education curriculum. It is also a demonstration of students being educated in their least restrictive setting; this complies with the federal Individuals with Disabilities Education Act (IDEA) requirement that students with disabilities be educated with their nondisabled peers to the maximum extent appropriate. While 68.8 percent of all students with disabilities spent at least 80 percent of their time with nondisabled peers, there is significant variation across the primary disability types. Of all students with an intellectual disability, only 21.7 percent spent at least 80 percent of their time with nondisabled peers as compared to 81.1 percent of students with a learning disability. Similarly, 50.8 percent of students with an emotional disturbance spent at least 80 percent of their time with nondisabled peers, compared to 88.3 percent of students with a speech or language impairment.

Figure 14: Percent of Students (K-12) who Spend 80-100% of Time with Nondisabled Peers by Primary Disability Type, 2024-25



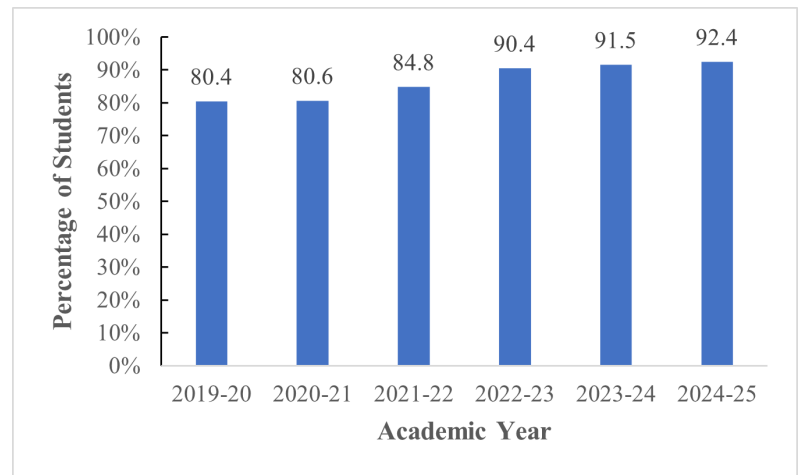
Participation in College-and-Career Readiness Coursework

Indicator 5 of Connecticut’s [Next Generation Accountability System](#) evaluates the extent to which students participate in rigorous coursework during high school. In recognition of the diverse pathways of our students, the CSDE evaluates the percentage of students in 11th and 12th grade who participated in at least two courses in one of the following options during high school:

- two courses in Advanced Placement, International Baccalaureate, and/or dual enrollment;
- two courses in one of seventeen career-technical education categories; or
- two workplace experience courses in any area.

Over 90 percent of 11th and 12th graders are participating in college-and-career (CCR) ready coursework, a number which has increased each of the last 6 years.

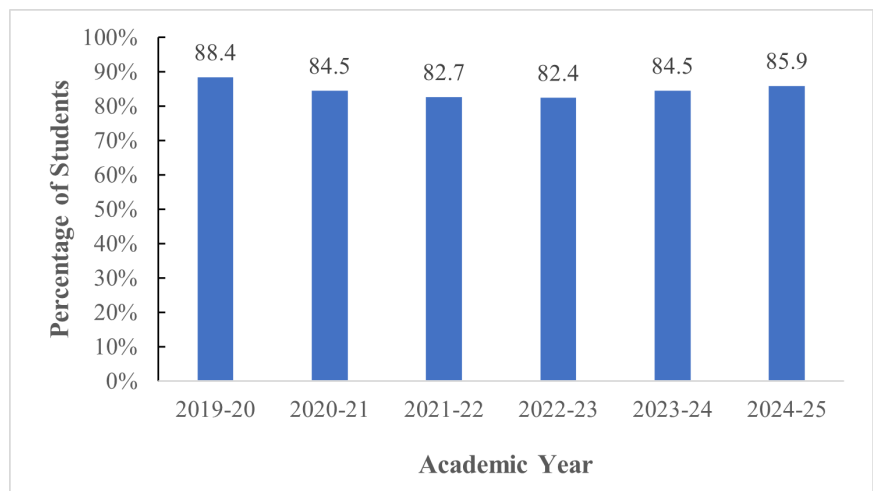
Figure 15: Percentage of 11th and 12th Grade Students taking CCR Coursework



On-Track to High School Graduation

Ninth grade is a critical year for success in high school. The [University of Chicago’s Consortium on Chicago School Research](#) states that students who are on-track in 9th grade “are more than three and one-half times more likely to graduate from high school in four years than off-track students.” Indicator 7 of Connecticut’s [Next Generation Accountability System](#) evaluates the extent to which students are on-track in Grade 9. The on-track to graduation percentage increased in 2024-25 for the second time since the COVID-19 pandemic. This may be reflective of the impact of increased attendance on overall student performance.

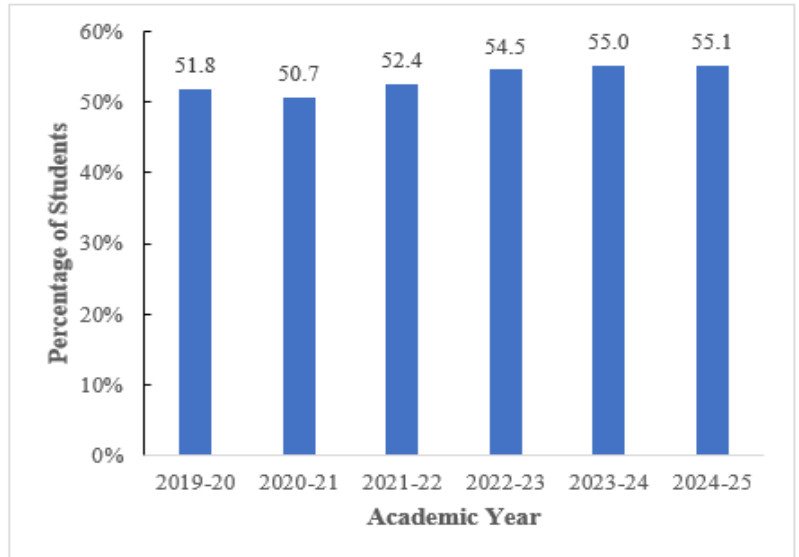
Figure 16: Percentage of Students On-Track in Grade 9



Access to the Arts

The arts are an integral component of the comprehensive curriculum provided to all Connecticut students. For accountability purposes, the CSDE evaluates the percentage of students in grades 9 through 12 who participated in at least one dance, theater, music, or visual arts course during the school year. This metric is Indicator 12 of Connecticut’s [Next Generation Accountability System](#) and there was a slight increase in 2024-25 for the fourth consecutive year. This is the highest the Access to the Arts metric has been since the adoption of the Next Generation Accountability system in 2014-15.

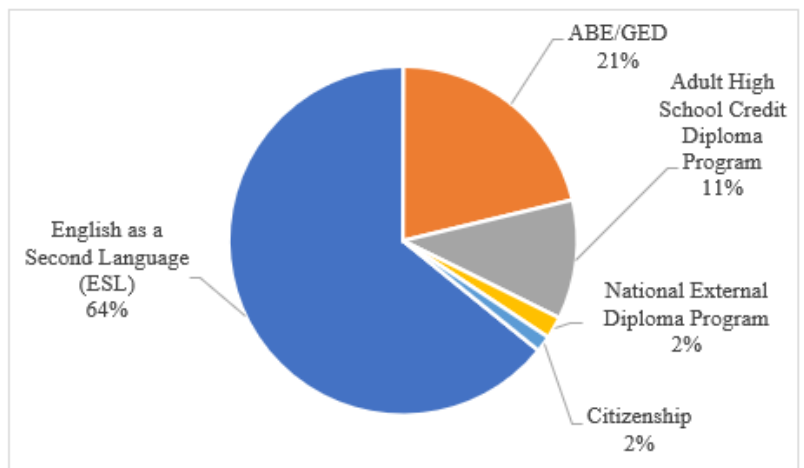
Figure 17: Percentage of Students in Grades 9 – 12 taking at least one Arts Course



Adult Education Program Participation

Adult learners participate in one of the following state-mandated adult education instructional programs: citizenship preparation; English as a second language (ESL); adult basic education (ABE); or one of three secondary school completion programs (i.e., General Educational Development [GED], Adult High School Credit Diploma, or National External Diploma). In the 2024-25 school year, enrollment in adult basic education (ABE) programs increased by 8 percent (303 students) over the 2024-25 school year, marking the third consecutive year of substantial growth in this area.

Figure 18: Adult Education Enrollment by Program Type 2024-25



PERFORMANCE

Statewide Next Generation Accountability Report

These statistics represent the results from Connecticut's [Next Generation Accountability System](#) for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. The CSDE did not report Next Generation Accountability System results for the 2019-20 and 2020-21 school years because of the global pandemic. The 2024-25 results show improvements in almost all areas, including increases in ELA, math, and science performance, decreases (i.e. improvement) in chronic absenteeism, and a one point increase in the overall accountability index. More students are graduating, including those with high needs as measured at the six-year mark, and there is an increase physical fitness scores, and participation in arts classes. There was a small decrease in postsecondary entrance.

Table 3: Statewide Accountability Indicator Trend

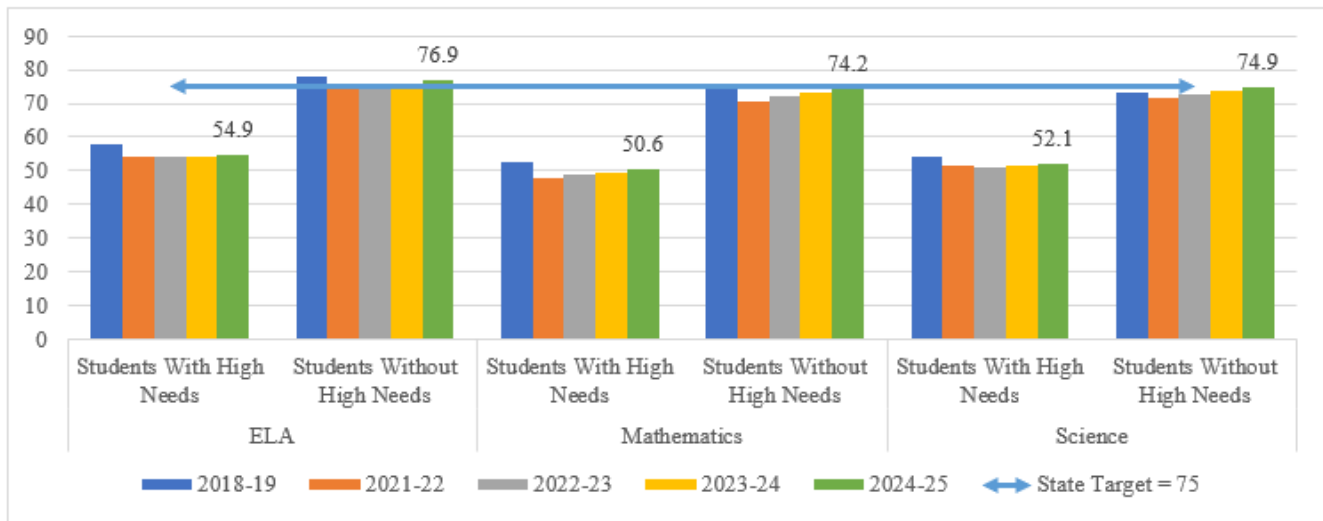
Indicator	2018-19	2021-22	2022-23	2023-24	2024-25
1a. ELA Performance Index - All Students	67.7	64.2	63.9	63.9	64.7
1b. ELA Performance Index - Students with High Needs	58.1	54.2	54.1	54.1	54.9
1c. Math Performance Index - All Students	63.1	58.6	59.7	60.2	61.1
1d. Math Performance Index - Students with High Needs	52.7	47.7	48.9	49.5	50.6
1e. Science Performance Index - All Students	63.8	61.4	61.6	61.8	62.6
1f. Science Performance Index - High Needs Students	54.2	51.3	51.1	51.4	52.1
2a. ELA Academic Growth - All Students	59.9%	60.4%	57.2%	58.7%	60.6%
2b. ELA Academic Growth - High Needs Students	55.1%	56.2%	52.5%	54.2%	55.7%
2c. Math Academic Growth - All Students	62.5%	65.2%	61.8%	61.4%	62.3%
2d. Math Academic Growth - High Needs Students	55.2%	59.1%	55.5%	55.1%	55.9%
2e. Progress Toward English Proficiency - Literacy	60.0%	64.9%	55.3%	58.9%	58.7%
2f. Progress Toward English Proficiency - Oral	52.1%	57.4%	56.1%	55.2%	55.7%
4a. Chronic Absenteeism - All Students	10.4%	23.7%	20.0%	17.7%	17.2%
4b. Chronic Absenteeism - Students with High Needs	16.1%	34.0%	28.5%	25.5%	24.8%
5. Preparation for CCR - Percent Taking Courses	80.0%	84.8%	90.4%	91.5%	92.4%
6. Preparation for CCR - Percent Passing Exams	42.6%	43.5%	44.3%	44.3%	47.2%
7. On-track to High School Graduation	88.0%	82.7%	82.4%	84.5%	85.9%
8. 4-year Graduation: All Students	88.3%	89.6%	88.9%	88.4%	88.9%
9. 6-year Graduation: High Needs Students	83.3%	85.2%	85.6%	86.6%	87.3%
10. Postsecondary Entrance	70.9%	66.1%	66.1%	68.4%	67.0%
11. Physical Fitness	52.9%	45.8%	45.5%	47.2%	49.0%
12. Arts Access	51.9%	52.4%	54.5%	55.0%	55.1%
Accountability Index	74.2	69.7	69.3	70.8	71.8

Student Achievement and Growth through the Pandemic

All three subject areas – ELA, math, and science – demonstrated improvement for the 2024-25 academic year. The [Performance Index](#), the best measure of overall average achievement in a content area, was increasing prior to the pandemic. Recent trends suggest that the negative learning impacts of the pandemic are beginning to wane and students are starting to make progress once again. For some student groups, achievement is at or nearing the performance index state target of 75.

However, achievement in 2024-25 is still below the most recent pre-pandemic years. This is true for students with high needs (i.e., EL/MLs, students with disabilities and/or students from low-income families) and those without high needs, thus illustrating the widespread impact of the pandemic on student achievement.

**Figure 19: Connecticut Performance Index
Average Student Performance by Subject and High Needs Status**



Academic growth measures the pace of student learning in one school year. Compared to the rate of academic growth in 2023-24, overall, the growth in 2024-25 was higher in both ELA and mathematics.

**Table 4: Average Pct of Growth Target
Achieved in English Language Arts**

Grade	2018-19	2023-24	2024-25
4	64.9%	67.3%	69.6%
5	63.6%	62.4%	63.3%
6	56.7%	56.1%	58.2%
7	59.5%	54.7%	56.2%
8	55.3%	53.2%	56.0%

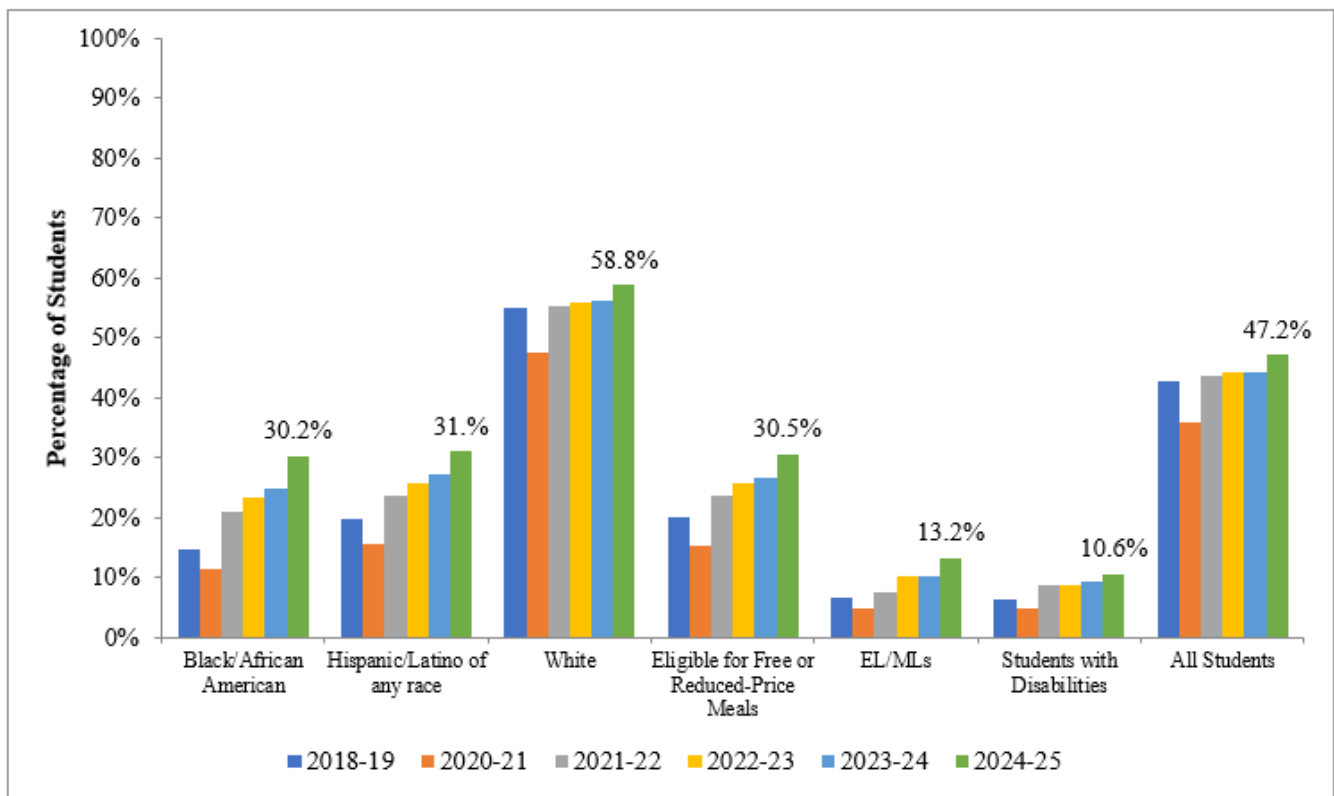
**Table 5: Average Pct of Growth Target
Achieved in Math**

Grade	2018-19	2023-24	2024-25
4	71.3%	71.5%	71.9%
5	65.1%	64.4%	65.7%
6	59.1%	56.5%	57.4%
7	59.6%	60.0%	60.3%
8	57.7%	54.7%	56.7%

Postsecondary Readiness

The figure below shows the percentage of 11th and 12th graders who met the [College and Career Readiness](#) benchmark on any of the following exams: SAT, CT SAT School Day, ACT, Advanced Placement (AP), or International Baccalaureate (IB), or earned three or more non-remedial college credits through dual credit coursework. This metric is Indicator 6 of the Next Generation Accountability System. Overall, 47.2 percent of Connecticut 11th and 12th graders in 2024-25 met a college and career readiness standard on any of the aforementioned exams or courses, a substantial (nearly three percentage points) increase over 2023-24. This continues a pattern of recovery after the decline during the COVID-19 pandemic. Additionally, some student groups had substantial growth in the past year; Black/African American students and Hispanic/Latino students had increases of 5.4 and 3.9 percentage points in this metric, respectively, and students eligible for free or reduced-price meals had growth of nearly four percentage points.

Figure 20: Percentage of 11th and 12th Graders Meeting Benchmark on a College and Career Readiness Exam

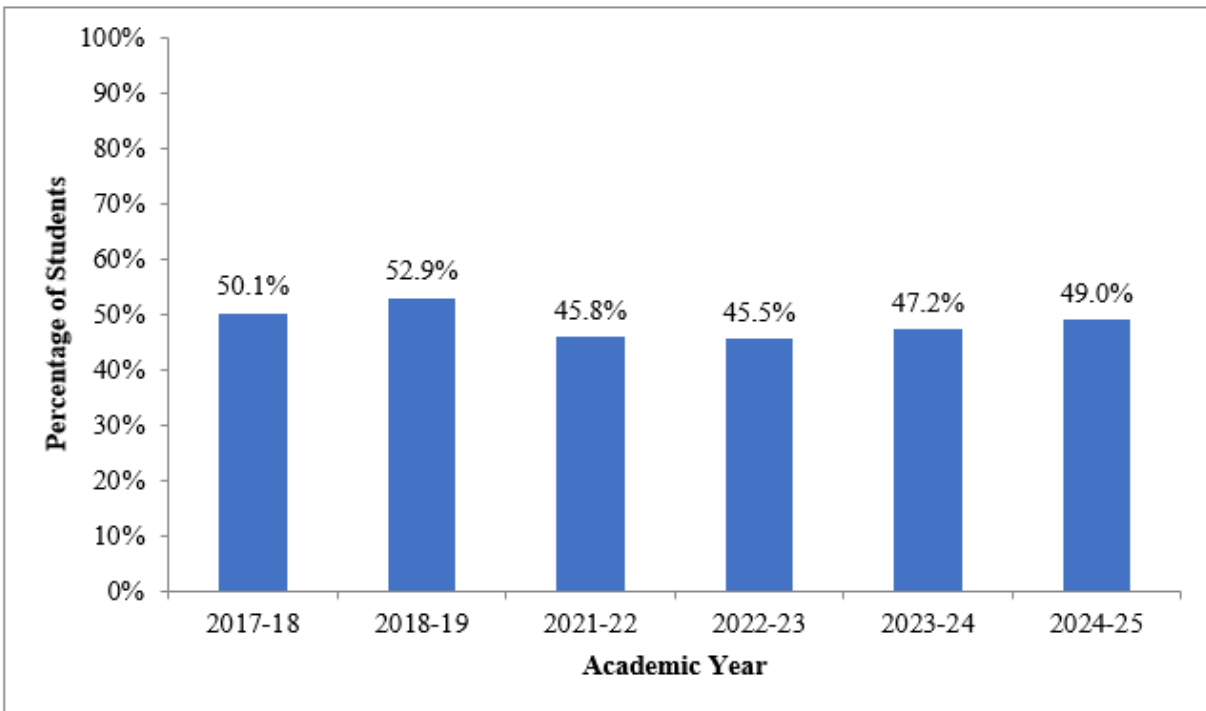


Note: 2019-20 data are not available due to the COVID-19 pandemic.

Physical Fitness

The [Connecticut Physical Fitness Assessment](#) program includes a variety of health-related physical fitness tests designed to assess muscle strength, muscular endurance, flexibility, and cardiovascular fitness. Criterion-referenced standards associated with good health are used rather than the previously applied normative standards. Statewide, 49 percent of students in the tested grades (4, 6, 8 and once in high school) met the “Health Fitness Zone” standard on all four assessments in 2024-25. This is a slight increase from last year, marking the second consecutive year of improvement, although not yet reaching the pre-pandemic level of 52.9 percent. Nearly all grades and assessments demonstrated improvement over 2023-24 levels with the largest improvements from students earlier than high school. The combined metric, which also considers the participation rate in the Fitness Assessments, is Indicator 11 of Connecticut’s Next Generation Accountability System.

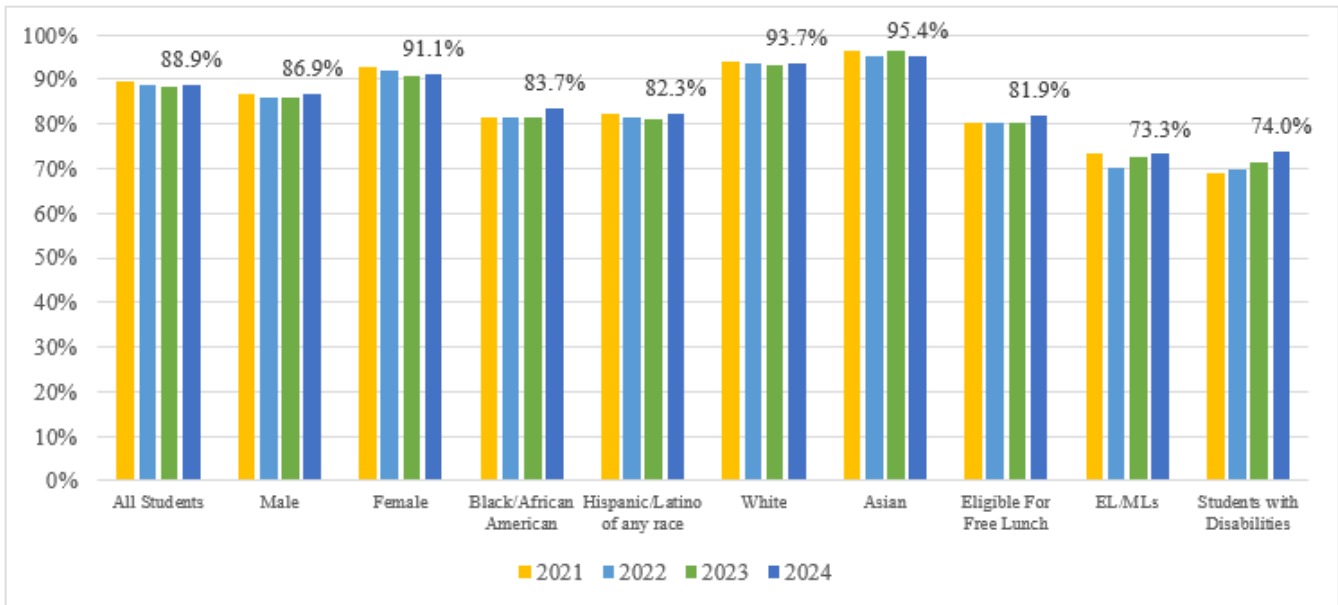
Figure 21: Percentage of Students Reaching Health Standard of CT Physical Fitness Assessment



High School Graduation Rates

The [four-year graduation cohort rate](#) is the percentage of first-time ninth graders who graduate in four years or less with a regular high school diploma. Connecticut’s four-year graduation rate has increased from 88.4 percent for the cohort of 2023 to 88.9 percent for the graduate cohort of 2024 and showed the first year-over-year increase after two years of decreases. Almost all student groups showed an increase over last year’s rates, with the largest being our most high need students. Students with disabilities and students eligible for free or reduced-price meals increased their graduation rates by 3.6 and 1.9 percentage points (respectively). Further, over the past decade, the graduation rates for students who are Black/African American, Hispanic/Latino, students with disabilities, eligible for free meals, and EL/MLs have increased at a rate that is substantially greater than that of the state average. Asian students exceeded the state target of 94 percent in each of the past four cohorts while White students’ graduation rate hovered between 93.4 percent and 94.0 percent during the same period.

Figure 22: Four-Year Graduation Rate Trend by Student Group



Some students benefit from having an extra year or two to complete high school. They may be EL/MLs who came to this country in high school, or students who for a variety of reasons failed to accumulate the requisite number of credits in the early years of high school. For these students, the six-year graduation rate serves as an important measure of high school success (see table below).

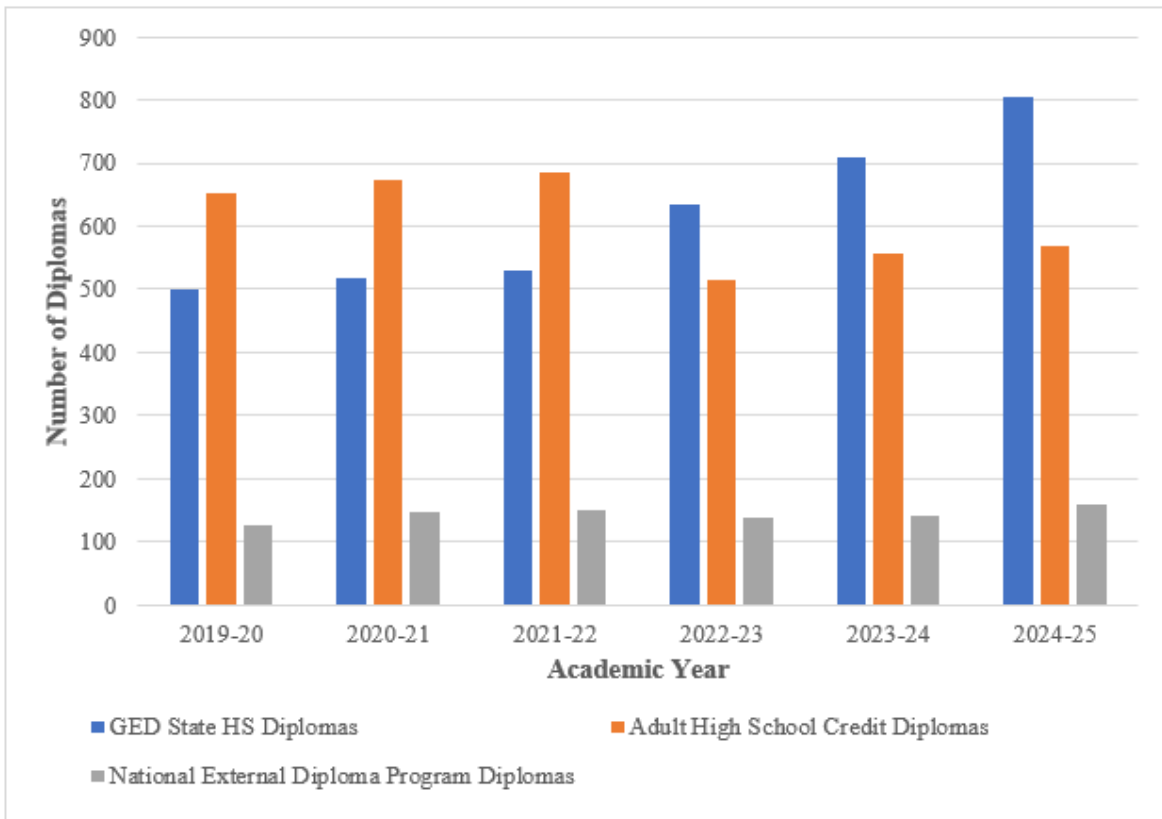
Table 5: Four- and Six-year Graduation Rates for the 2022 Graduation Cohort

Category	4-Year	6-Year
All Students	88.9%	92.4%
English learners/Multilingual Learners	73.3%	77.3%
Students with Disabilities	74.0%	81.2%
Eligible for Free Lunch	81.9%	86.2%

Adult Education Diplomas Granted

Connecticut offers three pathways for adult learners to attain a high school diploma: (1) pass the General Educational Development (GED) Tests; (2) earn adult education credits toward an adult high school diploma; or (3) demonstrate 100 percent mastery on the National External Diploma Program (NEDP) assessments. In 2024-25, a total of 1,533 individuals earned diplomas through these adult education pathways. Earning a diploma through adult education enables individuals to pursue postsecondary education/training opportunities and participate more fully in Connecticut’s workforce.

Figure 23: Adult Education Diplomas by Type



College Enrollment

After a slight increase last year, the [college enrollment rates](#) for the public high school graduating class of 2024 decreased slightly from 68.6 percent for the class of 2023 to 67 percent for the class of 2024. These rates remain lower than pre-COVID levels, which were steady around 71 percent.

Figure 24: Percentage of High School Graduates Who Enroll in College in the First Year after High School

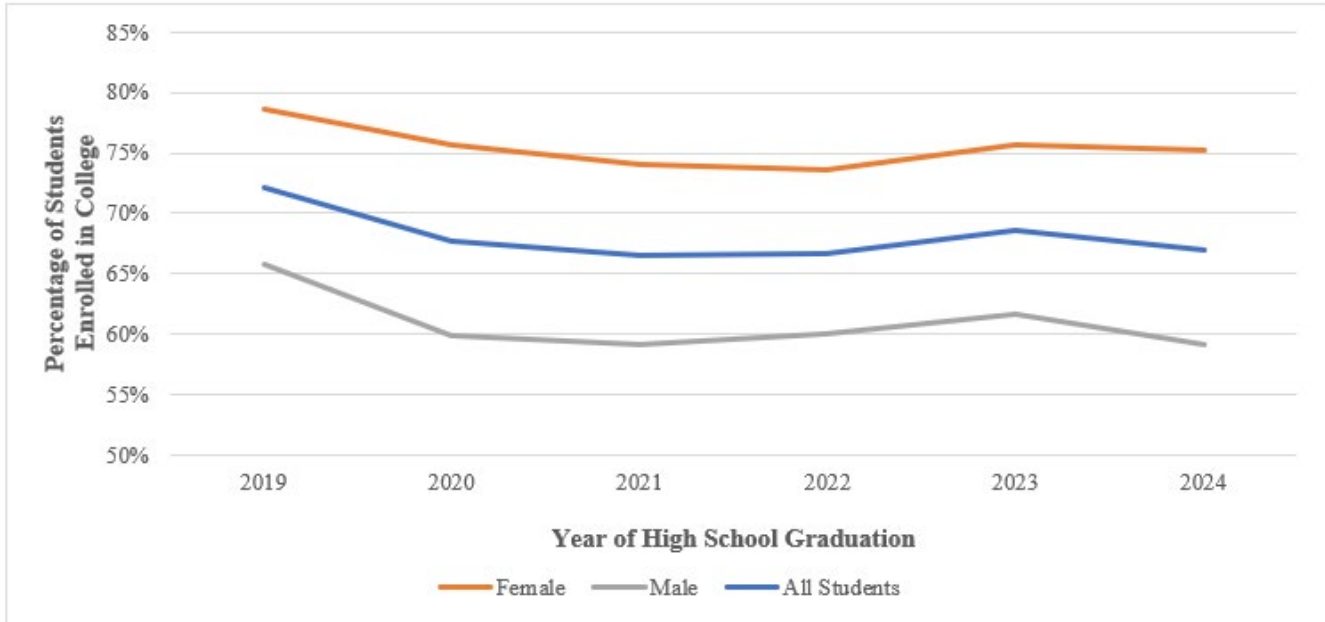
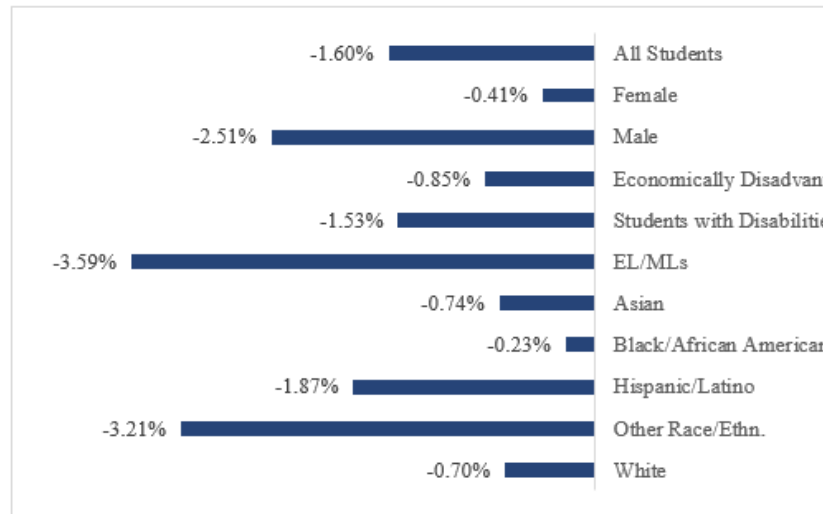


Figure 25: College Enrollment Rate Changes of the High School Class of 2024

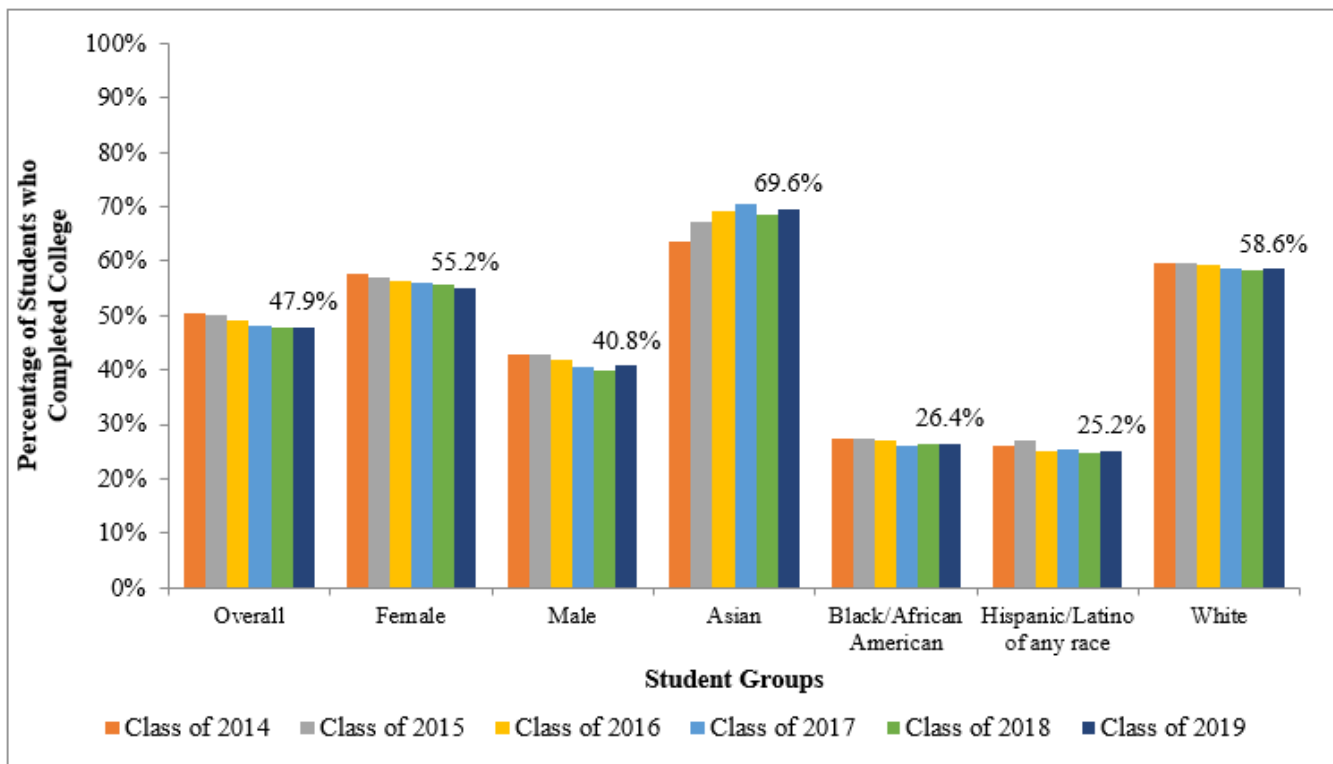
After 2023 saw near-universal improvement in college enrollment across various subgroups, virtually all groups took a step back in college enrollment for 2024, with EL/MLs showing the largest decline of over 3.5 percentage points. Students with disabilities and economically disadvantaged students had smaller declines than the state average.



College Completion

A slightly higher proportion (47.9 percent) of the class of 2019 [graduated college](#) in six years as compared to the class of 2018 (47.8 percent), marking the first increase in this measure in over half a decade. The completion rates for males saw an increase from 40.0 percent to 40.8 percent for the class of 2019, while the corresponding rate for females decreased slightly from 55.6 percent for 2018 graduates to 55.3 percent of 2019 graduates. Six-year college completion rates also increased most for Asian students, increasing 1.1 percentage points from 68.5 percent to 69.6 percent. The college completion rate for male students increased by 0.8 percentage points, and Hispanic/Latino students increased slightly by 0.5 percentage points.

Figure 26: Percentage of High School Graduates Earning a College Degree in Six Years or Less



Postsecondary Earnings

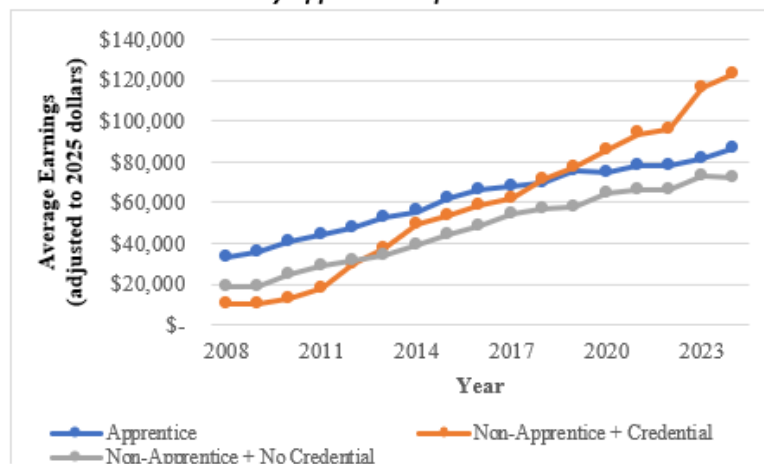
The CSDE, in partnership with the Department of Labor (DOL) via the [DataLinkCT](#) collaborative (formerly known as P20WIN), reports the earnings of high school graduates after they leave high school in the [Postsecondary and Labor and Earnings dashboard](#). This report details mean earnings for all Connecticut’s high school graduates who work in-state after they graduate. The online report includes a variety of ways to disaggregate the data, including by college completion status, demographic categories, and industry of employment. On average, those with a four-year (or higher) degree earn substantially more than those with shorter-term degrees or certificates beginning at or around the sixth year after graduation, and those with certificates or Associate’s degrees earn more (on average) than peers with some or no college. These gaps increase over time. These data are presented for 2011’s high school graduates below but persist across graduation cohorts.

Figure 27: Postsecondary Earnings for 2011 High School Graduates by College Credential Earned



New for this year, CSDE and DOL also capture registered apprentice status for graduates. These apprentices work in a variety of fields but are more prevalent in industries such as Construction. On average, students with registered apprenticeships out-earn their peers without college credentials across fields; these results are shared for those working in Construction in Figure 28. Additional data for other fields and more recent grads are available on the [dashboard](#).

Figure 28: Earnings for Graduates in Construction by Apprenticeship Status



Note: All values are adjusted for inflation to 2025 dollars.

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